

FAMILIES AND EDUCATION LEVY PROGRESS REPORT 2003

EXECUTIVE SUMMARY

In November 1990, Seattle voters approved the Families and Education Levy. The levy was dedicated to helping schools, families and communities meet the needs of all children, especially those who required extra support to thrive academically. The levy was the first of its kind in the nation, and was so successful that it was renewed in 1997 for an additional seven years.

The Families and Education Levy has maintained its original goal of providing programs that enhance students' learning, strengthen families and communities, and support teachers in their work. This report summarizes the accomplishments of these programs:

EARLY CHILDHOOD DEVELOPMENT

The levy funds a significant program in early childhood development:

- **COMPREHENSIVE CHILD CARE PROGRAM.** This program helps low-income, working families gain access to high quality early childhood education for children from one month through five years of age. It provides training to teachers to improve the quality of child care and subsidizes the cost of child care for low-income families. In 2002, the Comprehensive Child Care Program provided 410 subsidies, implemented quality improvement measures in 140 child care centers and assisted 4,800 in finding child care.

SCHOOL-BASED STUDENT AND FAMILY SERVICES

The levy funds several programs for students and families who need extra help and support to succeed in the classroom.

- **FAMILY PARTNERSHIPS PROJECT.** This program relies on nationally recognized best practices to create systemic change in the school environment so as to integrate family partnerships into each school's overall mission and academic achievement plan. Twenty-three schools (18 elementary, 2 middle, 2 high, and 1 alternative) were selected to participate. Each school designed its own program, but all share the same set of resources. In 2002, the project served a total of 7,754 families and 778 school staff members.
- **FAMILY SUPPORT CENTERS.** The Family Support Center Program funds 11 community-based Family Centers, four of which are located in Seattle Parks and Recreation community centers. Each Family Center provides a set of core services to strengthen families and help connect them with the resources they need to be successful. During 2002, Seattle's 11 Family Centers served approximately 4,500 families. In addition, Family Center staff answered over 5,000 information and referral calls including requests for help with emergency housing, child abuse and neglect, domestic violence, and students' school problems.
- **FAMILY SUPPORT WORKERS.** The Family Support Worker Program funds staff located within elementary school buildings to provide extra support for children and families in need. They are a resource for teachers, who can refer students and families to them, and can act as advocates for families within the school. In 2002, 56 schools had Family Support Workers on site. Schools without a Family Support Worker on site had access to a referral network.

- **FIRST PLACE.** First Place is a therapeutic school that serves homeless children ages 5 to 13. Children are referred to the school from shelters, voucher programs, public health programs, and public schools. In addition to education, First Place offers housing, culturally relevant care, and support services to help homeless families become stable. In 2002, 110 students were enrolled in First Place, and 75 parents received case management support services.
- **IMMIGRANT AND REFUGEE FAMILY SUPPORT PROJECT.** The Immigrant and Refugee Family Support Project helps immigrant and refugee parents and family members learn and act on cultural expectations regarding their children's education in the United States. In 2002, the program served 500 families from 11 ethnic immigrant and refugee communities through 18 community-based, non-profit organizations.
- **MIDDLE SCHOOL SUPPORT PROGRAM.** The Middle School Support Program is helping 20 schools serving middle school age students to implement strategies to meet the developmental needs of young adolescents and provide a safe, caring, and encouraging school environment for all students. The majority of funding pays for student and family support services. Activities and programs such as counseling, mentoring, tutoring, extracurricular activities, service learning, life and social skills training, home and school communication, parent involvement, and staff development are funded through this program.

OUT-OF-SCHOOL TIME ACTIVITIES

The time before and after school can be crucial to a student's success in school. Students without caring, supervised support before school are more likely to miss class or to arrive at school hungry or without homework. The levy funds several programs to make this time productive, safe, and caring:

- **AFTER SCHOOL ACTIVITIES PROGRAM.** The After School Activities Program (ASAP) engages middle school students in positive, after-school activities to help build developmental assets and support academic achievement. The program is offered to middle school students free of charge and provides transportation home at the end of the day. It is designed for the 80% of middle school students who are not involved in other after school programs. Activities are run by school staff as well as community members and organizations. During the 2001-02 school year, 5,057 youth participated in at least one ASAP activity.
- **SCHOOL AGE CARE.** The School Age Program works toward developing and maintaining a well-planned systems approach to the delivery of out-of-school time activities and increasing the number of available programs within communities. In 2002, the alignment initiative served 5,701 elementary and middle school children enrolled in 70 public schools.
- **SEATTLE TEAM FOR YOUTH.** Seattle Team for Youth (STFY)/Minority Outreach Program (MOP) is a collaborative effort by the City of Seattle, King County, and community-based agencies to help divert youth from gang involvement, by providing case management services and increasing young people's connections to school and other educational and recreational activities. The program serves youth ages 11 to 24 at risk of or already involved in gangs and having problems relating to substance abuse, the criminal justice system, homelessness, truancy, or physical or sexual abuse. In 2002, the program served 650 youth through case managers at ten community-based agencies.
- **SEATTLE YOUTH INVOLVEMENT NETWORK.** The Seattle Youth Involvement Network (SYIN) exists to provide low- and moderate-income middle and high school-aged youth with a venue in which they can express their opinions, discuss strategies on school and community issues, and participate in activities that promote positive changes in their lives, schools and communities. In 2002, the program completed six youth-led projects and initiatives that involved 300 youth.

STUDENT HEALTH SERVICES

- **MIDDLE SCHOOL HEALTH EDUCATION PROGRAM.** The Middle School Health Education Program aims to provide information to assist students in developing necessary life skills for health including decision-making, communication, stress management, and goal setting. The program reaches all Seattle public middle school students over the course of a year.
- **SCHOOL-BASED HEALTH CENTERS.** Seattle's School-Based Health Centers work to improve the physical and mental health of middle and high school students by providing quality and accessible physical and mental health care for Seattle Public Schools students who would not otherwise receive health care. The program contracts with private health care organizations to provide basic health services in a school-based health clinic setting. A nurse practitioner, mental health counselor, and receptionist/program coordinator staff each clinic. The health centers work closely with School District school nurses. Several also include a health educator. School-Based Health Centers are located in nine of the ten public high schools in Seattle and four of the ten middle schools. During the 2001-02 school year, one-third of all students at schools with a School-Based Health Center used the center.
- **SECONDARY SCHOOL NURSES.** Seattle's Secondary School Nurses program works to assist all students in maximizing their physical, social, and emotional health by providing prevention, case finding, first aid, and triage of illness and injury. Secondary School Nurses are responsible for all students in the school. During 2001-02, school nurses provided 53,600 visits to public school students in middle and high school.

ACADEMIC ACHIEVEMENT

- **K-12 LITERACY INITIATIVE.** The K-12 Literacy Initiative provides teachers with strategies to address different learning styles and improve students' academic achievement through better reading and writing skills. To date, 1,300 education professionals (including teachers, instructional assistants and principals) have received training. Eighty-five of the District's schools have participated. The goal is for all School District teachers and principals to participate in this training.

CONCLUSION

Through the programs chronicled in this report, the Families and Education Levy has provided support to all Seattle's children, youth and families, with special focus on those who need extra support to thrive and succeed at school. As the City of Seattle considers potential renewal of the levy in 2004, it should consider, supporting activities outside the classroom that enhance student learning; emphasizing support for children and youth who lack access to services; using culturally competent strategies; leveraging outside support; committing to joint accountability with the School District; and developing additional quantitative measures of success.

The Families and Education Levy is managed by the City of Seattle's Office for Education, which is part of the Seattle Department of Neighborhoods. For more information on the Families and Education Levy, please contact:

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INTRODUCTION

In November 1990, Seattle voters approved a groundbreaking initiative for the future of the city's children. The Families and Education Levy was grounded in the notion that school success for all students does not lie solely with Seattle Public Schools — it is the responsibility of all of Seattle's citizens. The levy was dedicated to helping schools, families and communities meet the needs of all children, especially those who required extra support to thrive academically. Levy-funded programs have operated in schools and communities around Seattle in order to keep all of our children "safe, healthy, and ready to learn."

The Families and Education Levy was the first of its kind in the nation and proved a resounding success both in leveraging additional private and public sector resources and in providing tangible results through its programs. Levy programs did not replace standard academic curricula or assume School District responsibilities. It did supplement what was happening in the classroom, by providing students with the social support and skills they needed to succeed. The levy's success led to its renewal in 1997 for an additional seven years and \$69 million.

The 1997 levy's focus was changed somewhat from the first levy to give more attention to the needs of middle school students. Research showed that students who ultimately dropped out of school typically began disengaging by middle school and needed more support during these key years to succeed through high school. A greater portion of the levy funds programs designed to help middle school students enhance their academic skills, participate in productive and enriching activities after school, and make safe, healthy choices.

The Families and Education Levy has maintained its original goal of providing programs that enhance students' learning, strengthen families and communities, and support teachers in their work. This report summarizes the accomplishments of these programs:

- **EARLY CHILDHOOD DEVELOPMENT**
 - Comprehensive Child Care Program
- **SCHOOL-BASED STUDENT AND FAMILY SERVICES**
 - Family Partnerships Project
 - Family Support Centers
 - Family Support Workers
 - First Place
 - Immigrant and Refugee Family Support Project
 - Middle School Support Program
- **OUT-OF-SCHOOL TIME ACTIVITIES**
 - After School Activities Program
 - School-Age Care Program
 - Seattle Team for Youth
 - Seattle Youth Involvement Network
- **STUDENT HEALTH SERVICES**
 - Middle School Health Education Program
 - School-based Health Centers
 - Secondary School Nurses
- **ACADEMIC ACHIEVEMENT**
 - K-12 Literacy Initiative

EARLY CHILDHOOD DEVELOPMENT

Scientific research confirms what parents have always known: that the earliest years of a child's life are filled with learning and wonder and carry the capacity for astounding growth. Helping children master the early challenges of language and numbers, and develop social and emotional skills to support their success in school is a key goal for the levy.

One levy-funded program focuses specifically on early childhood development activities, helping prepare children to succeed in school.

COMPREHENSIVE CHILD CARE PROGRAM

Purpose: The Comprehensive Child Care Program helps low-income, working families gain access to high quality early childhood education for children from one month through five years of age.

Extensive research on early childhood development informs the design and operations of the Comprehensive Child Care Program. According to both national and local research, high-quality, stable early childhood education programs lead to higher academic performance when children enter school.

Goals: The program has two primary goals:

- To provide high quality early childhood education to low-income children so they will be ready to succeed in school; and
- To help families pay the cost of child care so they can work and become economically self-sufficient.

Actions: The program has three key components:

- **Child care subsidies.** The program provides child care subsidies for low-income children each year, giving these children access to high-quality early childhood education and allowing their parents to work.
- **Child care quality improvement.** The levy invests in quality improvement measures that are based on research linking the quality of early childhood education with long-term academic success. Quality improvement investments include helping centers meet the standards needed for national accreditation; providing on-site technical assistance; and, access to college level classes for child care teachers and directors.
- **Parent access and referral.** The program helps parents find high-quality child care and provides parents with information on kindergarten and the transition to school. The program also links low-income families to other early education community resources.

In 2002, the Comprehensive Child Care Program provided 410 subsidies, implemented quality improvement measures in 140 child care centers and assisted 4,800 in finding child care.

Results: In Seattle, the Comprehensive Child Care Program produced the following results during 2002:

- Turnover was reduced from 53% to 9% among 73 staff (serving 730 children) who participated in the program's college scholarship training.
- Two hundred more teachers (serving 2,000 children) are in the process of earning a certificate or degree sponsored by the program.
- Over 95% of parents responded that the program helped their children's development.

Budget: In 2002, the Comprehensive Child Care Program had a budget of \$3.15 million. Of this total, **\$885,058** came from the Families and Education Levy. The remainder came from other City of Seattle funding sources. The Families and Education Levy is contributing **\$914,088** in 2003.

Community Resources:

- Talaris Research Institute: <http://www.talaris.org>
- Project Lift-Off: <http://www.projectlift-off.org/index4.htm>
- City of Seattle Human Services Department (for subsidies):
<http://www.cityofseattle.net/humanservices/fys/ChildCare/CompChildCare.htm>
- Child Care Resources (for training and referrals): <http://www.childcare.org>

Published Evaluations:

Harachi & Associates, *Comprehensive Child Care Program, Phase I – Evaluation Results*, Seattle Department of Housing and Human Services, September 1997.

Harachi & Associates, *Comprehensive Child Care Program Technical Assistance and Training Program: A Description and Analysis*, Seattle Human Services Department, October 1999.

SCHOOL-BASED STUDENT AND FAMILY SERVICES

Once they reach school age, many students need extra help and support to succeed in the classroom. These students and their families benefit from the network of support programs funded by the Families and Education Levy. These programs operate on the premise that students in a stable home situation with parents or other adults who are involved in their education have the best chance for academic success. To help provide that stability and engage parents and families in school, these programs provide a variety of services, including family counseling, providing food and clothes, family fun nights out, and English as a Second Language classes for parents.

FAMILY PARTNERSHIPS PROJECT

Purpose: The Family Partnerships Project relies on nationally recognized best practices to create systemic change in the school environment so as to integrate family partnerships into each school's overall mission and academic achievement plan. The best practices, which were developed by Dr. Joyce Epstein of the National Network of Partnership Schools at Johns Hopkins University, include: effective parenting, two-way communication between home and school, families as volunteers, learning at home, families engaged in decision making and school governance, and collaborating with the community to help meet the needs of students and their families.

Goal: To integrate best practices from family partnerships into the school environment in such a way that all families can participate more fully in the life of the school and in their children's education.

Actions: The Family Partnerships Project was made available to public schools through a 'mini-grant' Request for Proposals process. Twenty-three schools (18 elementary, 2 middle, 2 high, and 1 alternative) were selected to participate. Each school designed its own program, but all share the same set of resources:

- **Technical assistance.** The Project Coordinator helps schools identify ways to reframe their school transformation and academic achievement plans to more fully incorporate families as equal partners in the educational process.
- **Professional development.** On-site training for school staff and families helps schools develop and implement successful parent involvement programs.
- **Information system.** A computer network links all 23 participating schools so that they can easily share information and access the resources available through the National Network of Partnerships Schools' Web site. Monthly team meetings also foster sharing of information and successful strategies across school teams.

In 2002, the project served a total of 7,754 families and 778 school staff members.

Results: Because the Family Partnerships Project was created in January 2002 as an evolution of two previously-existing volunteer programs, it has not yet been formally evaluated. However, during the project's first year:

- All 23 funded schools aligned their Family Partnership work plans with their academic goals and their school transformation plans.
- Staff from the participating schools participated in a total of 280 hours of parent involvement, program planning, and other training.
- All 23 sites formed Family Partnership teams and identified parent leaders.
- Most of the participating schools hired Family Partnership Coordinators to work with their teams.

Budget: In 2002, the Family Partnerships Project had a budget of \$360,970, of which **\$328,878** came from the Families and Education Levy and the remainder was committed in match funds from the Seattle Public Schools. The Families and Education Levy is contributing **\$338,744** in 2003.

Community Resources:

- National Network of Partnership Schools: <http://www.csos.jhu.edu/p2000/default.htm>
- Seattle Public Schools: <http://www.seattleschools.org/area/fam/fpp.xml>

Evaluations: Because the project is new, a formal evaluation has not yet been completed. The Northwest Regional Educational Laboratory led the initial evaluation design of the program. Evaluation instruments were created to determine each school's strengths and challenges in the area of family partnership and to develop recommendations for improvement. The project recently contracted with Organizational Research Services and is in the process of completing the outcome evaluation design.

FAMILY SUPPORT CENTERS

Purpose: The Family Support Center Program funds 11 community-based Family Centers, four of which are located in Seattle Parks and Recreation community centers. Each Family Center provides a set of core services to strengthen families and help connect them with the resources they need to be successful.

Goals: The Family Centers have four goals:

- To strengthen families' social support networks.
- To strengthen parents' competence and confidence in their parenting skills.
- To strengthen parents' self-sufficiency skills.
- To strengthen parents' ability to help their children succeed in school.

Research demonstrates that parents with strong community support and life skills are better able to help their children succeed academically and socially. Seattle's Family Centers strive to help parents do that by serving thousands of families in neighborhoods throughout the city, helping parents build stronger support networks so that they can, in turn, support their children in school.

Actions: All Family Centers offer the following core services:

- **Parenting classes and peer support groups.** Parenting classes and groups provide parents, particularly young parents and those with low incomes, a formal opportunity to strengthen their parenting skills and learn from each other.
- **Training in life skills through classes and workshops.** Specialized life skills training sessions supplement the Centers' parenting classes to help parents succeed. Classes such as budgeting, nutrition, resume writing and job search are provided to adults free of charge.
- **Parent/child and family activities.** Family Centers provide opportunities for low- or no-cost family fun, including ethnic celebrations, movie nights, parent date nights, and family storytime, all designed to give families a relaxing and supportive opportunity to spend time together.
- **Support for school success.** Family Center sessions help parents learn to navigate the school system, become involved in their children's education, and participate in the life of the school.

English-as-a-Second-Language (ESL) classes, parent/child reading time, and parent leadership training are examples of programs offered.

- **Information and referral.** Family Center staff assess families' needs and can refer them to the specific services, such as job training, counseling, or affordable housing they need.
- **Advocacy and outreach.** Family Center staff help client families advocate for themselves with the various economic and social service systems and reach out to bring in additional families from the surrounding neighborhood, especially families who are low-income, limited-English speaking or from immigrant or refugee populations.
- **Drop-in time.** Family Centers provide scheduled times when parents and children can 'drop in' to play or talk. In many cases, visiting the local Family Center has become a favorite rainy day activity for young families.
- **Free childcare for parent participants.** Family Center staff provide high-quality, short-term child care for parents who are attending Family Center classes or other activities so that parents can participate without worrying about their children.

During 2002, Seattle's 11 Family Centers served approximately 4,500 families. In addition, Family Center staff answered over 5,000 information and referral calls including requests for help with emergency housing, child abuse and neglect, domestic violence, and students' school problems.

Results: In 2002, based on a survey sample of approximately 25% of participants:

- Eighty-two percent reported increased social support networks.
- Eighty-three percent reported increased competence and confidence in parenting skills.
- Eighty-three percent reported increased skills in their ability to help their children succeed in school.
- Eighty percent reported increased knowledge and skills in the areas of education, employment, health and life skills.

Budget: In 2002, the Family Centers program had a budget of \$1.4 million. Of this total, 58% or **\$767,079** came from the Families and Education Levy. The remainder came from the City of Seattle's General Fund and from matching funds provided by the organizations that operate the Family Centers. The Families and Education Levy is contributing **\$790,091** in 2003.

Community Resources:

- Family Support America: <http://www.familysupportamerica.org/content/home.htm>

Published Evaluations:

- Miller, Janet, *Supporting and Strengthening Families in Seattle's Eight Family Centers, Evaluation of Participant Response and Center Operations*, Janet Miller Evaluation Services, January 2001.

FAMILY SUPPORT WORKERS

Purpose: The Family Support Worker Program funds staff located within elementary school buildings to provide extra support for children and families in need. They are a resource for teachers, who can refer students and families to them, and can act as advocates for families within the school.

National research confirms that students who arrive at school ready to learn (with adequate nutrition and health care and from families who support their education) perform better academically than students whose basic needs are not met. Teachers echo this finding from their own experiences, noting that they cannot focus sufficiently on academic progress with students if they must tend instead to children's unmet basic physical, social and emotional needs.

Goals: The program has three primary goals:

- To ensure that children come to school ready to learn, by providing intervention for families in crisis.
- To ensure that low-income families have access to needed resources and services by working in partnership with community-based organizations.
- To increase parent participation in children's education and, in so doing, help ensure students' academic success.

Actions: The program has four key components:

- **Assessment and referral.** Teachers at schools with Family Support Workers refer students who appear to be in crisis or to be having academic difficulties due to a family or home situation. The Family Support Worker assesses the student's needs as well as the needs of his or her family, through individual meetings and home visits. The Family Support Worker then acts as a 'broker' or 'intermediary,' to help the family secure the needed services ranging from counseling to winter clothes to subsidized housing.
- **Advocacy.** At times, families may not be able to advocate for their children's needs at school. The Family Support Worker can serve as an advocate as needed, helping families navigate School District policies and procedures to secure appropriate services or academic placement for the student.
- **Parent engagement.** As they work with families, Family Support Workers seek to strengthen the link between home and school and engage parents in the life of the school. They may conduct home visits, invite parents to school functions, escort them to events, or arrange for translation or other special services to allow parents to participate in school activities and thereby communicate the message to their child that school is important and valued in the family.
- **Day Camp Scholarships.** Family Support Workers can refer children to holiday and summer day camp programs administered by the Parks department. All costs are paid for through levy-funded scholarships.

In 2002, 56 schools had Family Support Workers on site. Schools without a Family Support Worker on site had access to a referral network.

Results:

The Family Support Worker Program, which was first implemented 15 years ago, has produced the following results:

- Over 1,000 families served by the program in 2002 increased their participation in formal school activities and in helping with their child's homework.
- A majority of participant parents said that the program had helped their children find academic support and quality, out-of-school time activities.

- Ninety percent of initial needs identified by families were fully met during the time they worked with the program, with 7.6% of needs partially met.
- School staff have reported that the program has helped them become more aware of the social and health issues faced by their students.
- 295 children received scholarships to holiday and summer day camps.

Budget: In 2002, the Family Support Worker program had a budget of \$2.7 million. Of this total, **\$1,094,370** came from the Families and Education Levy. The remainder came from other City of Seattle funding sources, United Way, and Medicaid Match funds. The Families and Education Levy is contributing **\$1,127,201** in 2003.

Community Resources:

- City of Seattle Human Services Department:
<http://www.cityofseattle.net/humanservices/fys/Family/FamSupportWorker.htm>
- Seattle Public Schools Office for Community Learning:
<http://www.seattleschools.org/area/ocl/index.xml>

Published Evaluations:

- Organizational Research Services, Inc., *Family Support Worker Program, Comprehensive Evaluation, Executive Summary*, City of Seattle, July 2002.
- Organizational Research Services, Inc., *Family Support Worker Program, Comprehensive Evaluation*, City of Seattle, July 2002.

FIRST PLACE

Purpose: First Place is a therapeutic school that serves homeless children ages 5 to 13. Children are referred to the school from shelters, voucher programs, public health programs, and public schools. In addition to education, First Place offers housing, culturally relevant care, and support services to help homeless families become stable.

Goals: The program seeks to:

- Improve students' academic competence (including completing homework, using time effectively, participating in class, and attending school) through individualized instruction.
- Improve students' social skills (including showing respect for self and others, making friends, and resolving conflicts) through individualized attention.
- Help homeless families with children enrolled in the school achieve stability and a permanent place to live.

Actions: All First Place interactions with students are informed by an understanding of how to work in a therapeutic way with trauma, crisis and loss. Teachers and social service staff meet on a weekly basis to discuss how to work effectively with homeless children and families. First Place offers a range of family support services designed to assist families in gaining skills or accessing services to help them move out of homelessness. When children and their parents are referred to the program, staff undertake the following activities:

- Develop a student evaluation and service plan for the student.

- Provide individual or group therapeutic services to each student.
- Provide consultation to teacher staff, parents, guardians and others.
- Provide case management, information and referral to families.
- Conduct weekly support groups for students.
- Provide employment counseling for parents/guardians.
- Provide housing and employment referrals for parents/guardians.

In 2002, 110 students were enrolled in First Place, and 75 parents received case management support services.

Results: First Place strives to provide both academic and social skills improvement. During 2002:

- One hundred and six of the 110 students enrolled received a minimum of one month of counseling services and 100 students increased social competency in at least three areas.
- Of 75 parents who received case management support services, 66 demonstrated increased stability by achieving at least one goal from their Family Goal Plan (including housing, employment, social/emotional, or medical/dental).

Budget: In 2002, the program received a total of including **\$ 57,518** from the Families and Education Levy for counseling and case management. The Families and Education Levy is contributing **\$61,074** to First Place in 2003.

Community Resources:

- First Place: <http://www.firstplaceschool.org/>

Published Evaluations:

The program has not yet undergone a formal evaluation.

IMMIGRANT AND REFUGEE FAMILY SUPPORT PROJECT

Purpose: The Immigrant and Refugee Family Support Project helps immigrant and refugee parents and family members learn and act on cultural expectations regarding their children's education in the United States.

Over the last several decades, Seattle has become significantly more ethnically and culturally diverse, as immigrants and refugees from Central and South America, Africa, Central and Eastern Europe, Russia, and Asia have arrived here. Over 90 different languages are spoken by families of public school students. The Immigrant and Refugee Family Support Project uses nationally-recognized methods to help integrate those immigrants and refugees into the broader American culture, focusing specifically on key issues to family success and their children's success in school.

Goals: The program has three goals:

- To help immigrant parents understand the American school system and the expectations for their participation in their children's education.

- To provide immigrant families with over-arching support through intensive case management and assistance with school enrollment, as well as issues such as expulsion, suspension, and truancy.
- To help children of immigrants learn about their native language and culture through community forums and youth education classes.

Actions: The program has two key components:

- **Parent education and services.** Of the 18 community-based agencies that administer the project, nine provide services focused around immigrant parents. These programs, through community forums, home visits, case management, and referral to services, are designed to first assess parents' understanding of the school system and then help educate them about how they can most effectively participate in their children's education. Parents develop advocacy and problem-solving skills and increase their ability to access resources and services necessary to support their children's academic, emotional and social needs.
- **Youth education.** The other nine organizations provide youth support with a corresponding parent education component. The goal of the youth programs is to increase young people's knowledge, understanding, and appreciation of their native culture and language and to strengthen their relationships with their parents.

In 2002, the program served 500 families from 11 ethnic immigrant and refugee communities through 18 community-based, non-profit organizations.

Results: During 2002, the program achieved the following results:

- Of 415 parents participating in parenting support services, 348 (84%) reported increased knowledge, skills, and/or confidence to raise their children in the United States.
- Of 163 youth participating in language and culture classes, 121 (74%) reported increased knowledge and understanding of home language and culture.

Budget: In 2002, the Immigrant and Refugee Family Support Project had a budget of \$133,487. Of this total, **\$28,428** came from the Families and Education Levy. The remainder came from the City of Seattle General Fund. The Families and Education Levy is contributing **\$29,280** in 2003.

Community Resources:

- Seattle Public Schools Office for Community Learning:
<http://www.seattleschools.org/area/fam/index.xml>

Published Evaluations:

- Judal, Adeluisa 'Dely' G., *City of Seattle Immigrant & Refugee Family Support Project, Program Evaluation*, City of Seattle, 2001.

MIDDLE SCHOOL SUPPORT PROGRAM

Purpose: *Turning Points 2000: Educating Adolescents in the 21st Century*, a nationally recognized 12-year study sponsored by the Carnegie Foundation, outlines "best practices" for middle grades education. This report and other research point clearly to a positive school environment as necessary for academic achievement — one that supports personal and intellectual growth, promotes the development of trusting relationships with adults and peers, and meets the unique developmental needs of young adolescents.

The Middle School Support Program is helping 20 schools serving middle school age students to implement strategies to meet the developmental needs of young adolescents and provide a safe, caring, and encouraging school environment for all students. The majority of funding pays for student and family support services. Activities and programs such as counseling, mentoring, extracurricular activities, service learning, life and social skills training, home and school communication, parent involvement, and staff development are funded through this program.

Goals: The program has three primary goals:

- Increase the number of middle school students who feel positively connected to their school and feel supported by the adults working within the school.
- Increase the number of school staff who can positively respond to the developmental needs of students and who are actively involved in improving their school climate.
- Increase the number of families who are actively engaged in their child's education and strengthen partnerships between families and schools.

Actions: Services fall into four broad categories:

- **School-wide strategies that have involved 7,587 students at 18 schools.** These “best practices” strategies support all students and help them feel connected to school. Second Step, peer mediation/conflict resolution, Natural Helpers, school-wide anti-bullying and harassment training, transition support to 6th and 8th graders are some examples of programs.
- **Individualized student strategies are provided by 18.5 staff positions in 16 schools.** Students served are those who miss 10% or more of school, have at least one formal suspension and struggle with social, emotional or family issues. Services can include counseling, case management, skill building groups, support groups, in-school suspension and other student specific interventions.
- **Staff training strategies** help school staff effectively understand and meet the developmental needs of young adolescents.
- **Family involvement strategies** seek to strengthen the school/family partnership.

Results: The MSSP collects data on 10 different outcome indicators. Here are the results on several of those indicators.

- 46% of students served who missed 10% or more of school days significantly improved their attendance in '01 as compared to '00.
- 28% of students who received one or more disciplinary actions improved their behavior in '01 as compared to '00.
- 90.6% of student served made significant progress in their school functioning as indicated by a program-wide individual assessment tool utilized by program staff.
- 15 of the 18 schools in the program showed positive gains on a majority of the individual items on the student climate survey.

Budget: In 2002, the Middle School Support Program had a budget of **\$1,040,400**, all of which came from the Families and Education Levy. In 2003, the Levy is contributing **\$1,071,612**.

Community Resources:

- Seattle Public Schools: www.seattleschools.org

Published Evaluations:

- Northwest Regional Educational Laboratory, *Seattle Middle School Support Program Final Evaluation Report*, August 2001.

OUT-OF-SCHOOL TIME ACTIVITIES

The time before and after school can be crucial to a student's success in school. Students without caring, supervised support before school are more likely to miss class or to arrive at school hungry or without homework. Students without a place to go after school are more likely to get into trouble and are less likely to complete school assignments and succeed academically. Students who spend their out-of-school time in a caring environment with trusted adults are more likely to succeed academically and to develop positive life skills. The Families and Education Levy funds a variety of programs that provide supervised, caring, and enriching before- and after-school programs for students in elementary and middle school. These programs offer young people the opportunity to engage in fun, positive, and challenging activities outside the school day.

AFTER SCHOOL ACTIVITIES PROGRAM

Purpose: The After School Activities Program (ASAP) engages middle school students in positive, after-school activities to help build developmental assets and support academic achievement. The program is offered to middle school students free of charge and provides transportation home at the end of the day. It is designed for the 80% of middle school students who are not involved in other after school programs. Activities are run by school staff as well as community members and organizations.

Goals: The program has three goals:

- To provide middle school students with a safe, nurturing place to go after school and prevent them from spending time unsupervised at home or on the streets.
- To help youth build developmental assets, bond with trusted adults, and avoid negative behavior.
- To help middle school students improve their academic performance through structured, after-school activities that build on their academic skills.

Actions: The program has two key components:

- **Supervised activities for youth.** ASAP activities include tutoring, arts and science activity classes, social and cultural clubs, inter-school athletic programs, and seasonal intramural athletic programs.
- **Training for ASAP staff.** ASAP staff members are all trained in the Seattle Public Schools' learning standards so that they can align program activities with classroom learning. They are also trained in the Search Institute's Developmental Assets Model, which identified 40 developmental assets that young people need to grow up to be healthy, competent, thriving adults.

The After School Activities Program currently operates in 18 locations throughout the city — 10 traditional middle schools and eight K-8 and alternative schools. During the 2001-02 school year, 5,057 youth participated in at least one ASAP activity.

Results: Each year an outside evaluator conducts a comprehensive evaluation of ASAP. Surveys are distributed to a sample of the program participants, to their parents, and to a sample of middle school students regardless of their level of participation in ASAP. In 2002, an additional evaluation component was incorporated, adding individual interviews and focus groups with program coordinators, school administrators, parents, and activity leaders.

Based on this evaluation, the program produced the following results:

- Fifty-two percent of middle school students participated in the program.

- Participants rated their satisfaction with the program as very high. They noted that they like to come to school more than they used to, have more school spirit, and are doing better in school because of ASAP.
- Ninety-five percent of parents believe that ASAP provides a safe environment for their children after school, and many parents noted that they perceive growth in the personal development of their children that they attribute to the program.

Budget: In 2002, the ASAP had a budget of **\$1,093,566**, all of which was funded by the Families and Education Levy. The Families and Education Levy is contributing **\$1,126,373** in 2003.

Community Resources:

- City of Seattle Parks and Recreation: <http://www.cityofseattle.net/parks/children/afterschool.html>
- Seattle Public Schools: <http://www.seattleschools.org/area/athletics/brochure.xml>

Published Evaluations:

- Stern, Paul O. and Karen L. Kane, *Evaluation Report of the Middle School After School Activities Program, 2001-2002 School Year*, Prepared for the Seattle Department of Parks & Recreation, August 2002.

SCHOOL AGE CARE

Purpose: The School Age Program works toward developing and maintaining a well-planned systems approach to the delivery of out-of-school time activities and increasing the number of available programs within communities.

Goals: The program has three key goals:

- To help low-income working families gain access to high-quality child care for elementary school age children.
- To maximize learning partnerships between school based out-of school-time providers and their host schools.
- To provide culturally competent programming for immigrant/refugee, bilingual children and youth

Actions: The program funds the following strategies:

- **School Age Child Care Subsidies:** The program provides subsidies at licensed child care facilities for 262 elementary school children annually.
- **SPS Alignment Initiative** is a collaborative involving Seattle Public School, Project Lift Off, Department of Neighborhoods, Human Services Department, Parks and Recreation, School's Out Washington and school-based providers. All partners work together to develop agreed upon outcomes, performance indicators, and measurements. School-based providers also receive training in how to use their program activities to support District learning standards.
- **Expansion of licensed school-based services in Seattle Public Schools (SPS)** including dedicated child care in the SPS Building Excellence capital construction project. Since 1990, 40 new school-based child care programs have been created.

- **Grant-Funding for Programs** that address the unique needs of low-income immigrant, refugee, bilingual and African American children and youth. Eight programs serving 9 communities (Lao, Vietnamese, Cambodian, Somali, Latino, African-American, Native American, Eritrean, Chinese) receive operational funds, technical assistance and training.

In 2002, the alignment initiative served 5,701 elementary and middle school children enrolled in 70 public schools. All school-based child care programs served low-income children with programs in the Central, Southeast and Southwest serving as many as 95% low-income. The grant-funded program served 940 children and youth ages 5-14 of the following races or ethnicity: African American (52%), Asian American (30%), Latino (10%), Caucasian (6%), and American Indian, Pacific Islander and Multiracial (2%).

Results:

- All 47 on-site school-based programs developed plans with their host schools. This resulted in children receiving increased academic assistance.
- Surveys were administered to students and parents participating in the grant-funded programs. Ninety-five percent of students positively evaluated activities offered by programs and 98% of parents reported that enrollment in the program had increased their child's learning readiness.

Budget: In 2002, the School Age Program had a total program budget of \$723,297. Of that total, **\$561,147** came from the Families and Education Levy. The remainder of the funding came from the City of Seattle General Fund. The Levy is contributing **\$577,981** in 2003.

SEATTLE TEAM FOR YOUTH

Purpose: Seattle Team for Youth (STFY)/Minority Outreach Program (MOP) is a collaborative effort by the City of Seattle, King County, and community-based agencies to help divert youth from gang involvement, by providing case management services and increasing young people's connections to school and other educational and recreational activities. The program serves youth ages 11 to 24 at risk of or already involved in gangs and having problems relating to substance abuse, the criminal justice system, homelessness, truancy, or physical or sexual abuse.

Goals: The program has three key goals:

- To prevent young people from becoming involved in gangs or substance abuse and keep them in school.
- To assist young people who have become involved in gangs, have substance abuse problems, or who suffer from other academic, emotional, or social problems.
- To strengthen the network of programs serving youth.

Actions: The program provides youth with individual and family case management, drug and alcohol treatment, tutoring, mentoring, recreation programs, leadership development programs, and employment assistance. Culturally appropriate services are tailored to the individual needs of youth and their families. Prevention and intervention strategies used by case managers include outreach, assessment, counseling advocacy, employment referral, vocational training and job placement, substance abuse treatment, mental health counseling, and follow-up services.

In 2002, the program served 650 youth through case managers at ten community-based agencies.

Results: Youth who are able to stay involved in positive activities and avoid high-risk behaviors are much more likely to complete school, stay out of the criminal justice system, and successfully navigate the transition from child to adult. The STFY program helps youth at risk of anti-social behavior by

providing them with individualized services tailored to meet their unique social, emotional and academic needs.

The 2002 STFY outcome evaluation examined the changes youth experienced while participating in the STFY program. As results are only over six months, a longer period is needed to confirm positive trends. However, results from client goal plans, juvenile justice records and school district records indicate the following:

- The majority (72%) of the youth were making positive progress towards the program's intended outcomes.
- The majority of youth old enough to have High School GPA information improved their GPA. Before the program 40.5% of the youth had passing grades. By Fall 2002, 83.3% of the youth had passing grades.
- The majority of youth had significant reductions in criminal activities.

A process evaluation was also completed in 2002, which shows:

- As a result of their participation in the program, young people and their families report a variety of positive changes in their lives.
- The program has had a positive impact in building stronger relationships between the Seattle Police Department and participating agencies.

Budget: In 2002, the program had a total budget of \$1,056,239, of which **\$761,376** came from the Families and Education Levy. The Families and Education Levy is contributing **\$784,217** in 2003.

Community Resources:

- Seattle Police Department: <http://www.cityofseattle.net/police/youth/STFY/default.htm>
- Seattle Human Services Department: <http://www.cityofseattle.net/humanservices/fys/Youth/STFY-MOP.htm>

Published Evaluations:

- Gurley, Barbara and Karen Kane, *Seattle Team for Youth/Minority Outreach Project, Process Evaluation Report: How is the Program Working?* Seattle Team for Youth, City of Seattle, November 2002.
- Gurley, Barbara, *Seattle Team for Youth/Minority Outreach Project, Outcome Evaluation Report*, Seattle Team for Youth, City of Seattle, March 2003.

SEATTLE YOUTH INVOLVEMENT NETWORK

Purpose: The Seattle Youth Involvement Network (SYIN) exists to provide low- and moderate-income middle and high school-aged youth with a venue in which they can express their opinions, discuss strategies on school and community issues, and participate in activities that promote positive changes in their lives, schools and communities.

Goals: The program has three key goals:

- To build strong community support for children and youth by offering youth positive opportunities to interact with community members, including service learning, youth leadership opportunities, and a Mayor's Youth Council.
- To attract favorable media attention and help community leaders understand and support youth issues.
- To provide young people with structured opportunities to develop community leadership skills.

Actions: The program funds the following activities for young people:

- **STOMP (Students Taking Over to Make Progress)** provides intensive leadership training to high school students and then organizes opportunities for them to work on community-wide youth driven initiatives.
- **Community Action Camp** trains young people to be social activists during a three-week summer camp for 10 to 14 high school students. Later, participants take part in a week-long internship at a local community-based organization.
- **Youth in Philanthropy** trains a group of students in charitable giving and then asks them to apply their new skills by evaluating grant applications and awarding several thousand dollars to local youth organizations.
- **Paid Internships** provide eight to ten high school students each year with opportunities to assist the SYIN staff in their activities.
- **Seattle Youth Involvement Day**, a youth summit held once a year, attracts several hundred youth and community leaders to a discussion about youth issues.
- **VOXNOVUS: Youth Voice Youth Vote**, operated in collaboration with the Center for Ethical Leadership, involved students in the 2002 elections through a series of events that encouraged them to become involved in local issues and register to vote.
- **Youth Recognition**, through the Seattle Youth Involvement Awards and National Youth Service Day recognize youth leaders in the community.

In 2002, the program completed six youth-led projects and initiatives that involved 300 youth.

Results: Research has demonstrated that young people who are engaged in their communities and have a positive feeling about their own worth in the community are more likely to stay in school, graduate, and succeed academically. To measure the abilities of youth participating in SYIN programs, pre- and post-tests were administered to youth involved in the SYIN's STOMP, internship, and Community Action Camp programs. These tests indicated that:

- 90% of STOMP participants showed increased leadership skills;
- 100% of summer camp participants showed increased leadership skills;
- 67% of program participants indicated that SYIN gave them a useful role in the community; and
- 67% of attendees at Youth Involvement Day said they were more likely to play a leadership role at their school.

Budget: In 2002, the SYIN program had a budget of \$111,334. Of that total, **\$65,899** was funded by the Families and Education Levy. The City of Seattle General Fund funded the remainder. The Families and Education Levy is contributing **\$67,876** to SYIN in 2003.

Community Resources:

- Seattle Youth Involvement Network: <http://www.seattleyouth.org/index.html>

Published Evaluations:

- Henderson, Judith, *Seattle Youth Involvement Network, 2001 Evaluation*, December 2001.

STUDENT HEALTH SERVICES

MIDDLE SCHOOL HEALTH EDUCATION PROGRAM

Purpose: The middle school years are a critical time for providing health education. Students in middle school are at their most vulnerable period in life and are at the height of risk-taking behaviors. During these years, many students begin dealing with a variety of health-related issues including sexuality and reproductive issues, drugs and alcohol, self esteem and mental health. The Middle School Health Education Program aims to provide information to assist students in developing necessary life skills for health including decision-making, communication, stress management, and goal setting.

Professionals in the school health arena have long since concluded that ‘healthy children’ are in a stronger position to acquire knowledge. The program aims to help children achieve health by educating them on health choices and behaviors.

Goals: The Middle School Health Education Programs has three goals:

- To make culturally relevant health information available to all Seattle public middle school students.
- To give students information about health choices and consequences.
- To increase students’ readiness to achieve academic success through improved health choices.

Actions: The program provides at least one training a year to students on HIV/AIDS and uses the FLASH curriculum (Family Life and Sexual Health) to train staff.

The program reaches all Seattle public middle school students over the course of a year.

Results: An evaluation conducted during fall 2002 reported positive results from middle school teachers about their interactions with the program and its effect on student health and performance.

Budget: In 2002, the Families and Education Levy contributed **\$130,695** to the Middle School Health Education Program. In 2003, the Levy is contributing **\$134,874** to the Middle School Health Education Program in 2003.

Community Resources:

- Public Health – Seattle & King County: <http://www.metrokc.gov/health/yhs/partnerships.htm#schools>

Published Evaluations:

- Simmons, Rhonda, *Middle School Health Education Program, Program Evaluation*, Public Health – Seattle & King County, 2002.

SCHOOL-BASED HEALTH CENTERS

Purpose: Seattle’s School-Based Health Centers work to improve the physical and mental health of middle and high school students by providing quality and accessible physical and mental health care for Seattle Public Schools students who would not otherwise receive health care. The program contracts with private health care organizations to provide basic health services in a school-based health clinic setting. A nurse practitioner, mental health counselor, and receptionist/program coordinator staff each clinic. The health centers work closely with School District school nurses. Several also include a health educator.

Research indicates that there is a strong correlation between healthy behaviors in adolescence, attendance, grades and graduation from high school. Students who are healthy and engage in healthy

behaviors miss less school, get better grades and are more likely to graduate. (Carnegie Corporation's Great Transitions; Preparing Adolescent for a New Century, 1996) Several studies show School-Based Health Centers improve both the health and academic performance of youth. A national study found that African American male students were more than three times as likely to stay in school if there was a School-Based Health Clinic available

Goals: The School-Based Health Centers have three goals:

- To increase healthy behaviors in health center users.
- To decrease risky behaviors in health center users.
- To increase students' readiness to achieve academic success through improved mental and physical health.

Actions: The School-Based Health Centers focus on prevention and provide the following services:

- **Physical Health.** The health centers provide well child exams, immunization, acute illness and injury care, chronic illness care, contraception and family planning, and STD screening and treatment.
- **Mental Health.** Health center counselors provide assessment, individual counseling, group counseling, case management, and referral services.
- **Health Education.** Health educators cover topics ranging from individual illness-related prevention to population-based education and outreach.

School-Based Health Centers are located in nine of the ten public high schools in Seattle and four of the ten middle schools. During the 2001-02 school year, one-third of all students at schools with a School-Based Health Center used the center. Sixty-four percent of the users were students of color. Seventy percent of the users were female and 21% male.

Results: During the 1999-2000 school year, Public Health — Seattle & King County's Youth Health Services conducted a satisfaction survey for health center users. Seventy percent of users reported improvement in their health as a result of using the center, while 90% noted that being able to get health care at school helped them to be more attentive when they were in class.

During 2001-02, evaluation efforts focused on school staff perceptions of the School-Based Health Centers. The evaluation found that 86% of staff felt the centers had a positive impact in improving school performance and 94% felt that the centers improved students' health.

Budget: In 2002, the program had a total budget of \$4.1 million, of which **\$2.5 million** was funded by the Families and Education Levy. The Levy is contributing **\$2,501,126** to School Based Health Centers in 2003.

Community Resources:

- Public Health – Seattle and King County: <http://www.metrokc.gov/health/news/01030801.htm>

Published Evaluations:

- Barkan, Susan, et al, *School-Based Health Centers Evaluation*, Public Health – Seattle & King County, December 2002.

- Barkan, Susan, et al, *Seattle Families and Education Levy Evaluation of Teen Health and Middle School Wellness Center and School Nurse Services*, Public Health – Seattle & King County, November 2001.

SECONDARY SCHOOL NURSES

Purpose: Seattle's Secondary School Nurses program works to assist all students in maximizing their physical, social, and emotional health by providing prevention, case finding, first aid, and triage of illness and injury.

Research indicates that there is a strong correlation between healthy behaviors in adolescence, attendance, grades and graduation from high school. School nurses supplement the care provided by School-Based Health Centers to ensure that students receive ongoing attention to their health care needs.

Goals: Like the School-Based Health Center Program, the Secondary School Nurses program has three goals:

- To increase healthy behaviors in public school students.
- To decrease risky behaviors in public school students.
- To increase students' readiness to achieve academic success through improved mental and physical health.

Actions: Secondary School Nurses provide a range of services including:

- Coordinating and implementing mandated health screenings and immunizations for all students, including screenings for vision, hearing, and scoliosis.
- Planning accommodations for students with special health care needs.
- Assessing the health care needs of Special Education students.
- Providing medication administration and supervision for medically fragile students.
- Providing first aid, triage, and referral.
- Monitoring health-related absences.
- Providing mandated communicable disease reporting.
- Consulting with families and students' physicians.
- Providing services in partnership with the School-Based Health Center.

Secondary School Nurses are responsible for all students in the school. During 2001-02, school nurses provided 53,600 visits to public school students in middle and high school. Although the nurses are responsible for all students, they have intentional relationships with several special populations, including special education students (79% of high school and 99% of middle school students served); and bilingual students (57% of high school and 90% of middle school students served).

Results: During the 2001-02 school year, 92% of students surveyed reported that they felt comfortable talking about health with their school nurse. In addition 97% of school staff thought their students were

helped by their referral to the School Nurse and 86% felt that the School Nurse had a positive impact on improving school performance in students who saw the nurse.

Budget: In 2002, the program had a total budget of \$827,924, of which **\$713,396** was funded by the Families and Education Levy. The Families and Education Levy is contributing **\$744,219** in 2003.

Community Resources:

- Seattle Public Schools: <http://www.seattleschools.org/area/healthservices/index.dxml>

Published Evaluations:

- Barkan, Susan, et al, *Seattle Families and Education Levy Evaluation of Teen Health and Middle School Wellness Center and School Nurse Services*, Public Health – Seattle & King County, November 2001.

ACADEMIC ACHIEVEMENT

K-12 LITERACY INITIATIVE

Purpose: Research shows that teacher performance accounts for a larger portion of the variation in student test scores than all other characteristics of a school, including student demographics. The K-12 Literacy Initiative provides teachers with strategies to address different learning styles and improve students' academic achievement through better reading and writing skills

Goals: The program has one key goal: to increase student achievement in reading, writing and thinking. The program seeks to achieve that goal by providing specialized training, technical assistance and support in literacy, reading, and writing to teachers and instructional aides.

Actions: The program has created a two-year professional development course of study that was developed by the National Urban Alliance and is based on the latest research on brain development and teaching strategies for literacy.

To date, 1,300 education professionals (including teachers, instructional assistants and principals) have received training. Eighty-five of the District's schools have participated. The goal is for all School District teachers and principals to participate in this training.

Results: Following are highlights of the K-12 Literacy Initiative to date:

- WASL scores of Literacy schools showed greater improvement in scores than non-literacy schools in reading and writing.
- For students who took the WASL as 4th or 7th graders in 1999 and then took the WASL as 7th or 10th graders in 2001, reading scores were significantly higher (at the 95% confidence level) for those students who were taught for two or more years by a literacy initiative trained teacher.
- For black students, reading scores were significantly higher (at the 95% confidence level) for those students who were taught for two or more years by a literacy initiative trained teacher. The growth is nearly double that of students who had zero or one year of teaching by a literacy initiative trained teacher.

Budget: In 2002, the program received a total of \$2.8 million from public and private funding sources. Of this total, **the Families and Education Levy funded \$500,000 (15%)**. The Families and Education Levy is contributing the same amount — **\$500,000** — to the K-12 Literacy Initiative in 2003.

Community Resources:

- Seattle Public Schools: http://www.seattleschools.org/area/eag/rep_in.xml
- *Seattle Times* article: http://seattletimes.nwsourc.com/html/education/134589058_literacy04m.html
- *Seattle Post-Intelligencer* article: http://seattlepi.nwsourc.com/local/99229_cliteracy10.shtml

Published Evaluations:

- Litzenberger, Jerry P. and Steven A. Schuman, *Literacy Program Evaluation, Seattle Public Schools, Phase III, October 2001*, Rainier Assessment Group, October 2001.

CONCLUSION

In 1990 and again in 1997, Seattle voters demonstrated their support for the future of the city's children through the Families and Education Levy. Through the programs chronicled above, the Levy has provided support to all Seattle's children, youth and families, with special focus on those who need extra support to thrive and succeed at school.

As the City of Seattle considers possible renewal of the Families and Education Levy in 2004, the following recommendations should be considered:

- The Families and Education Levy provides a unique contribution to the success of our children and youth by supporting activities outside of the classroom that enhance student learning and promote social and emotional development.
- The Levy should support all children and youth but emphasize services for children and youth who need extra support or lack access to services.
- Many of the programs currently funded by the Families and Education Levy have shown positive results by using culturally competent and inclusive strategies that support success in school.
- The City and School District have an opportunity to increase the effectiveness of the Levy by leveraging outside support and coordinating activities and resources with each other and with community providers.
- The City and School District should develop a joint accountability agreement specifying their respective responsibilities and commitments to children and youth.
- Levy programs should develop additional quantitative measures of success to determine fully their impact on children and youth served.

The Families and Education Levy is managed by the City of Seattle's Office for Education, which is part of the Seattle Department of Neighborhoods. The Office for Education works in concert with the Seattle Public Schools; other City departments, including Seattle Parks and Recreation, Human Services Department; and the Seattle Police Department; Public Health — Seattle & King County, research organizations; and numerous community-based organizations to implement levy-funded programs.

For more information on the Families and Education Levy, please contact:

Office for Education
Seattle Department of Neighborhoods
700 3rd Ave, Ste 400
Seattle, WA 98104

E-mail EducationOffice@seattle.gov

Web www.seattle.gov/neighborhoods/education

APPENDIX A

CITY OF SEATTLE FAMILIES AND EDUCATION LEVY PROGRAM EVALUATIONS

Barkan, Susan, et al, *School-Based Health Centers Evaluation*, Public Health – Seattle & King County, December 2002.

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Harachi & Associates, *Comprehensive Child Care Program, Phase I – Evaluation Results*, Seattle Department of Housing and Human Services, September 1997.

Henderson, Judith, *Seattle Youth Involvement Network 2001 Evaluation*, Seattle Youth Involvement Network, December 2001.

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Litzenberger, Jerry and Steve Schuman, *Seattle Literacy Evaluation, An Evaluation of Phase I of the Seattle Literacy Initiative (1999-2000 School Year)*, Rainier Assessment.

Litzenberger, Jerry P. and Steven A. Schuman, *Literacy Program Evaluation, Seattle Public Schools Phase III*, Rainier Assessment Group, October 2001.

Miller, Janet, *Supporting and Strengthening Families in Seattle's Eight Family Centers, Evaluation of Participant Response and Center Operations*, Janet Miller Evaluation Services, January 2001.

Northwest Regional Educational Laboratory, *Seattle Middle School Support Program Final Evaluation Report*, August 2001.

Organizational Research Services, Inc., *Family Support Worker Program, Comprehensive Evaluation, Executive Summary*, City of Seattle, July 2002.

Organizational Research Services, Inc., *Family Support Worker Program, Comprehensive Evaluation*, City of Seattle, July 2002.

Organizational Research Services, Inc., *Outcome Evaluation Report for School-Age Care Among Out-of-School-Time Programs*, City of Seattle, December 1997.

Simmons, Rhonda, *Middle School Health Education Program, Program Evaluation*, Public Health – Seattle & King County, 2002.

Stern, Paul O. and Karen L. Kane, *Middle School After School Activities Program, Evaluation Report, 2001-2002 School Year*, City of Seattle Department of Parks & Recreation, August 2002.

Vivian, Liz, *Seattle Youth Involvement Network, Program Evaluation*, Seattle Youth Involvement Network, August 2001.